



St. Mary's ቅዱስ ማርያም
University የኢትዮጵያ
committed to excellence

ST.MARY'S UNIVERSITY

SCHOOL OF GRADUATE STUDIES

**EVALUATION OF TRAINING AND DEVELOPMENT PRACTICES AT
NATIONAL TOBACCO ENTERPRISE**

BY

HANNA BIRU

ID:SGS/0429/2011A

JUNE,2020

SMU

ADDIS ABABA

**EVALUATION OF TRAINING AND DEVELOPMENT PRACTICES AT
NATIONAL TOBACCO ENTERPRISE**

BY

HANNA BIRU

ID:SGS/0429/2011A

ADVISOR

SHOA JEMAL (ASST. PROF.)

**A THESIS SUBMITTED TO ST.MARY'S UNIVERSITY IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER IN
BUSINESS ADMINISTRATION**

JUNE, 2020

SMU

ADDIS ABABA

**EVALUATION OF TRAINING AND DEVELOPMENT PRACTICES AT
NATIONAL TOBACCO ENTERPRISE**

BY

HANNA BIRU

ID: SGS/0429/2011A

APPROVED BY BOARD OF EXAMINERS

Dean, Graduate Studies

Signature & Date

Advisor

Signature & Date

External Examiner

Signature & Date

Internal Examiner

Signature & Date

DECLARATION

I, the undersigned, declare that this thesis is my original work; prepared under the guidance of ShoaJemal (Asst. Professor). All sources of materials used for the thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institution for the purpose of earning any degree.

Hanna Biru _____

Name

Signature& Date

ENDORSEMENT

This thesis has been submitted to St. Mary's University, School of Graduate Studies for examination with my approval as a university advisor.

Advisor

Signature & Date

TABLE OF CONTENTS

DECLARATION	IV
ENDORSEMENT	V
ACKNOWLEDGEMENTS	VIII
List of Abbreviations	IX
ABSTRACT.....	XI
CHAPTER ONE:INTRODUCTION.....	1
1.1. Background of the Study.....	1
1.2. Profile of the Company	2
1.3. Definition of Terms	3
1.4. Statement of the Problem.....	4
1.5. Research Questions.....	5
1.6. Objectives of the Study	5
1.6.1. General Objective	5
1.6.2. Specific objectives	5
1.7. Significance of the Study	6
1.8. Scope of the Study	6
1.9. Limitation of the Study.....	7
1.10. Organization of the Paper	7
CHAPTER TWO	8
2. REVIEW OF RELATED LITERATURES.....	8
2.1. Concept of Human Resource Development.....	8
2.2. Concept of Training.....	9
2.3. The Need for Employee Training.....	11
2.4. The Training Process	13
2.4.1. Training Need Assessment (TNA)	13
2.4.2. Training Design (TD)	14
2.4.3. Training Delivery	15
2.4.4. Training Evaluation	16
2.5. Training and Employee Performance.....	17
2.6. Measuring Training Effectiveness	19

2.7. Empirical Literature Review	20
CHAPTER THREE	24
3. RESEARCH DESIGN AND METHODOLOGY	24
3.1. Research Design and Approach.....	24
3.2. Data Source and Type	24
3.3. Population, Sample Size, and Sampling Technique.....	24
3.3.1. Population.....	24
3.4. Technique and Sample Size Determination	25
3.5. Data Collection Tools	26
3.6. Data Analysis and Interpretation Methods.....	26
3.7. Validity and Reliability.....	26
3.7.1. Validity	26
3.7.2. Reliability	27
3.8. Ethical Consideration of the Study.....	28
CHAPTER FOUR.....	29
4. DATA PRESENTAION, ANALYSIS AND INTERPRETATION	29
4.1. Questionnaire Response Rate.....	29
4.2. Characteristics of Respondents.....	30
4.3. Descriptive Statistics on Training Practices.....	32
4.4. Descriptive Statistics for Training Effectiveness	34
CHAPTER FIVE	38
5. FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	38
5.1. Summary of Findings.....	38
5.2. Conclusion.....	39
5.3. Recommendation.....	40
REFERENCES	42
APPENDIX A:.....	46

ACKNOWLEDGEMENTS

I would like to thank my advisor Asst. Prof. ShoaJemal for his valuable feedbacks and guidelines in the completion of this paper. My deepest gratitude goes to my colleagues and the management who were willing to help me in filing the questionnaires as well as for clarifying issues related to the subject matter.

List of Abbreviations

NTE _ National Tobacco Enterprise

TNA – Training Need Assessment

TD – Training design

RLBR – Reaction, Learning, Behavior and Result

EP – Employee performance

KSA- knowledge, skill and attitude

List of tables

Table No.	Title	Page number
Table 3.1.	Reliability test	29
Table 4.1	Questionnaire Response Rate	30
Table 4.2	Characteristics of Respondents	32
Table 4.3	Mean Score for training practices	33
Table 4.4	Descriptive Statistics for TNA	33
Table 4.5	Descriptive Statistics for Training Design	34
Table 4.6	Descriptive Statistics for Training Delivery	35
Table 4.7	Mean Score for training effectiveness	35
Table 4.8	Descriptive Statistics for Reaction	36
Table 4.9	Descriptive Statistics for Learning	36
Table 4.10	Descriptive Statistics for Behavior	37
Table 4.11	Descriptive Statistics for Result	37

ABSTRACT

The purpose of this study aimed at evaluating the effects of training on employees' performance using National Tobacco Enterprise as case study. The specific objectives of this study are evaluating the effect of the training practices on employee performance and evaluating employee performance using Kirkpatrick's model. For better understanding of the subject matter, the effects of training practices (TNA, Training Design and Training Delivery) in terms of Reaction, Learning, Behavior and Result, were studied. For this purpose descriptive research design was employed in line with quantitative approach. For this study, both primary and secondary data sources were used. Secondary data was obtained from the HR department of NTE regarding the detailed list of training programs delivered and trainees for year 2019 G.C in addition to company's reports. The target population of the study was 254 employees who took training in 2019 G.C. Primary data were collected from the sample respondents of 160 using a questionnaire consisting of 31 five scale Likert scale questions. A simple random technique was applied to select sample respondents. Descriptive statistics was conducted to analyze the data. The major findings of the study are, even though a TNA is conducted before devising training programs, it is not done for all level of employees. In addition not all employees' performance was enhanced. In conclusion, even though there is acquisition of new KSA due to training, application of the same by employees was not satisfactory.

Key words: Training, Employee Performance, Reaction, Learning, Behavior, Result, Training need assessment, Training Design and Training delivery

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

There is no doubt that human resource is a vital element by which organizational success depends on. The quality of manpower any company possesses determines the quality of production of goods or services obtained as an outcome. May it be an area of work, department or the whole organization, the growth lies in the effort and commitment of people who working inside. This is true because all other resources other than the human resource will be kept unused without the presence and manipulation by human beings. Getting the best out of the human capital is highly dependent on the human resource management practices implemented in a company. One of the elements of a human resource management is Human Resource Development (HRD). It is now widely acknowledged that one of the key explanations for the rapid development of Asian countries in the 1970s and 80s is high investment in human capital (Robert 1991; Psacharopolos&Woodhall 1997). If companies have a clearly developed plans and models to invest on their human capital a satisfactory outcome can be achieved.

Human capital can be regarded as the prime asset of an organization and businesses need to invest in that asset to ensure their survival and growth. The organization should ensure that, it obtains and retains skilled, committed, and well-motivated workforce it needs. This means taking steps to assess and satisfy future people needs and to enhance and develop the inherent capacities of people- their contributions, potential, and employability- by providing learning and continuous development opportunities.

Acquiring a body of knowledge taught by teachers in institutions does not necessarily provide the skill sets required to perform a job in an effective manner. That is the main reason why companies are required to provide their employees with extensive training and development for their employees to gain the desired outcome and ensure organizational productivity.

1.2. Profile of the Company

National Tobacco Enterprise (NTE) is a company which is dedicated in providing multi-dimensional trainings for its employees in order to create competent employees who can deliver the maximum output. NTE believes employees are the most valuable assets in the organization. As the result, it believes that investing on these valuable assets will have a great contribution in achieving the overall company's objective. This study focused on how trainings given by NTE impacted work performance of its employees. This is because training for NTE is an investment by which a return is expected of. Returns of training can have different forms. To mention some of them; economic aspect, productivity, standardization and high morale are few of them. All the mentioned forms of returns can be grouped as one in terms of an output – which is organizational productivity. Organizational productivity is measured by how much every single employee has contributed. This contribution of employees is what is referred to be work performance.

Hence it is a wise choice to invest on employees to have a maximum productivity. Since one way of increasing employees' productivity is providing relevant trainings. Edens& Bell (2004), confirmed that the continued need for individual and organizational development could be traced to numerous demands, including maintaining superiority in the marketplace, enhancing employee skills and knowledge, and increasing productivity. Training is one of the most prevalent methods for enhancing the productivity of individuals and communicating organizational goals to new personnel.

1.3. Definition of Terms

Employee: - is an individual who works for an organization either part-time or full-time having employment contractual agreement

Performance: -is an accomplishment of a task with the application of knowledge, skill and abilities

Training: -is a process of learning experience by which effort is made to modify or develop knowledge, skill, and attitude of an individual to achieve effective performance (Kirkpatrick, 2002).

Training design: - is a set of plans which indicates the blue prints of the training program. Training design should answer questions like what type of training is going to be prepared; who the trainees are; who the trainers are; what methods & techniques are going to be applied; where it is going to take place; and when it is going to be delivered (Alvarez et al., 2004)

Training delivery: -is the techniques and methods by which the training is intended to be carried out (Norhasni, 2014).

Reaction: - is how an employee responds to a certain training program i.e. the perception (Kirkpatric, 1993).

Learning: -is a process of acquiring knowledge through a training program (Kirkpatrick, 1993).

Behavior: - is the demonstration of the acquired knowledge in to action in a workplace (Kirkpatrick, 1993)

Result: - is the target outcome in other words the measurable product on an employee (Kirkpatrick, 1993).

1.4. Statement of the Problem

It is known for sure that the vital assets in an organization are the human capital. This is true because all other resources including raw materials, machines, and money cannot be operated and changed to an output without the intervention of human beings. Even if a company has an outstanding mission it cannot come to reality without involving people. For this reason, it is essential to give significant emphasis on human resource development to increase performance efficiency and company productivity. According to Brown (2011), training and development facilitates the smooth transition of knowledge and help employees gain the proper set of capabilities and competencies to perform and understand their jobs better.

One way of increasing company's productivity and efficiency is providing extensive and relevant trainings for its employees. By training I am referring to the process of bridging the gap between the actual performance and the desired performance of employees. If employees receive adequate and effective training, this will have a positive impact on the employees' productivity. Effective training programs are aimed at improving employees' performance. As it was mentioned by Armstrong (2012), training and development minimizes wastage, brings behavioral change, and improves quality and productivity if applied effectively.

Designing training programs carefully has a significant effect on the actual performance of employees. The designing process includes subjects related to the training need assessment (TNA), content of the training, selection of trainers, training environment and training methods (Nasazi, 2013). Once the training is designed considering all the related issues it is equally important to evaluate the outcome and effectiveness of the program. This is true because it is vital to know what values are added by the training after a completion of a certain training program. If training is adding a value to the trainee then, there should be a visible change observed in the actual performance. This is what makes a company to keep motivated to invest on other upcoming trainings. Because at the end of the day training is an investment by which companies expect return.

While conducting a preliminary assessment, the researcher was able to identify that there was a gap on the return on investment on the aspect of training. Regardless of the company's dedication towards training, there is still a shortcoming in practicing what has been delivered on the training from the trainees' side. Though NTE has a trend of evaluating how well a training program is carried out, there is a gap in assessing the actual effects of training reflected on the work performance of employees. Failing to do so may also lead to repeat the same errors while devising the upcoming training designs and the loop continues in the same pattern. Therefore, investigating how training impacted employees' performance was the aim of this research.

1.5. Research Questions

Based on the problem statement the following research questions were developed.

- What is the training practice (TNA, Training Design, Training delivery) conducted in NTE?
- How is training in NTE expressed in terms of Reaction?
- How is training in NTE expressed in terms of Learning?
- How is training in NTE expressed in terms of Behavior?
- How is training in NTE expressed in terms of Result?

1.6. Objectives of the Study

1.6.1. General Objective

The general objective of the study is to evaluate the effects of training on the work performance of employees' at NTE.

1.6.2. Specific objectives

The followings are the specific objectives of the study;

1. To assess the training practices (TNA, Training design, Training delivery) at NTE
2. To evaluate effectiveness of training in terms of Reaction.

3. To evaluate effectiveness of training in terms of Learning.
4. To evaluate effectiveness of training in terms of Behavior.
5. To evaluate effectiveness of training in terms of Result.

1.7. Significance of the Study

After this research is completed, it would help the management of NTE especially the human resource department to concentrate on the significant elements of training when designing a training program. In addition to this, this research will shade light on the areas of improvement regarding the trends of training in NTE by looking into the past training practices.

The findings of the study will contribute its share in expanding the knowledge on the relationship between training and organizational productivity. Stakeholders (Board of directors, managements at different levels and employees) in NTE may use the findings of the study as vital tools in decision-making that shape the policies and practice of training. Beyond the company under study, managers in other organizations intending to implement effective training program may use the findings of this study in order to carefully design training programs.

1.8. Scope of the Study

Even if there are many other factors which impact employees' performance, only the training aspect is considered for this study. were the main focus areas of this study in understanding the impact of training. To establish a relationship between EP and training the Kirkpatrick's four model (*Reaction, Learning, Behavior and Result*) were applied. In addition the practices of training (TNA, Training Design and Training Delivery) were assessed to identify the relationship of training on EP. The study was conducted on NTE head office, which is found in Addis Ababa, only for employees who have taken training for the year 2019 G.C. Employees at other branches were not part of this study. The reason for taking only employees who took training is because the aim of this research was to

understand what impact did training brought on the trained employees. The main reason for bounding the target population to NTE head office is due to the ease of data access as well as researcher's convenience to the capital city keeping in mind the constraint of time and money.

1.9. Limitation of the Study

The major limitation of this study was time constraint. The global pandemic COVID-19 was also source of a problem since it created a lot of inconvenience in collecting the filled questionnaires from respondents.

1.10. Organization of the Paper

The study consists of five chapters. The first chapter is the introduction, which consists of the background of the study, statement of the problem, objectives of the study and other components. The second chapter focuses on the reviewed literatures on conceptual issues that provided a brief framework for the study.

The third chapter introduces the research design and methods of the study. Chapter four is devoted for data analysis. Finally, chapter five will deal with summary of findings, conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURES

This chapter reviews related literature on the effect of training on employee performance. It is structured in three sections. The first section presents theoretical review, which is followed by a review of empirical studies in section two. The third section deals with the conceptual framework of the study.

2.1. Concept of Human Resource Development

Human Resource Development (HRD) at work is now a prominent and central part of Human Resource Management (HRM). The process of HRD at work is an integral part of the overall performance management of organizations. HRD as a process is about more than the provision of training courses in work- places. According to Swanson (2008), HRD is a process which aims at evolving human expertise to the better through organization and personnel development so that an improved performance is realized.

Nadler (1970) explained HRD as a series of activities conducted in a specified time and place. Thus the aim of human resource development for Nadler is change in behavior and occurrence of adult learning through formal as well as informal means. On the other hand, another scholar named Craig (1976) defined HRD as a means to develop human potential in every aspect of life. For this scholar the key component of HRD is the improvement of human overall performance.

Human resources development is a continuous process comprising three interdependent components. These are; investment in human resources to enhance productive capabilities, utilization of those human resources to produce increased output and participation of the human beings who have improved resources (better education, better skills levels etc.) in the consumption of that increased output through a better quality of life.

As it is defined by the American Society of Training and Development (ASTD), HRD is the integrated use of training and development, organizational development, and career development to improve individual group, and organizational effectiveness. Moreover, HRD helps organizations to provide learning related to the goals of the organization and to its employees. This learning is accomplished by providing training, education, and development.

2.2. Concept of Training

An important role of every Human Resource Management is training and development for a capable use of human resources. It is also known that an improved capabilities, knowledge, and skills of the workforce proved to be a major source of competitive advantage in every organization. Human capital differentiates a great organization from a good one. Organizations investing in effective training and development for human resource tend to achieve both short and long-term benefits (Noe, 2006). Training refers to bridging the gap between the current performance and standard desired performance. Training increases the knowledge and skill of individuals for doing a particular job. In the current condition, pertaining to training is increasingly seen as a means of not only aiding the growth of the individual employee but as an incorporated part of organizational growth.

Heathfield (2012) defined training as a planned intervention aiming at enhancing the elements of individuals' job performance. Ngirwa (2009) on the other hand, defined training as a learning process in which employees acquire knowledge, skills, experience and attitudes that they need in order to perform their job better for the achievements of their organizational goals. It tides the gap between the job requirements and employee present

specification. It simply means that changing what employee knows how they work, their attitudes towards their jobs and organization. In this view, training is a planned process of increasing the knowledge and skills of the employees for doing a specified job by providing a learning experience.

Armstrong (2008), defined training as the planned and systematic modification of behavior through learning events, programs and instructions, which enable individuals to achieve the levels of knowledge, skill and competence needed to carry out work effectively. It is not only to develop employees but also help an organization to make best use of their human resources in favor of gaining competitive advantage. This means that training helps the employees or trainees acquire new skills, technical expertise, and problem-solving capabilities, thereby improving the performance of the employees. Training is also trying to amend skills and increase to the existing level of knowledge so that the employee is better fitted out to do is present job, or to equip him/her to be fit for a higher job involving higher responsibilities. This is to say that employee training is the planned and systematic modification of behavior through learning events, activities and programs which results in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively (Gordon 1992).

Ivancevich (2010), suggest that training may also be an efficient tool for improving ones job satisfaction, as employee better performance leads to appreciation by the top management, hence employee feel more adjusted with his/her job. According to Monappa&Saiyadain (2008) trained employees are more able to satisfy customers. Employees who acquire knowledge as the result of a training program will show a greater level of job satisfaction along with superior performance. Armstrong (1996) expressed an understanding of training by emphasizing that training should be developed and operated within an organization by appreciating learning theories and approaches if the training is to be well understood.

According to Barrington and Stimpson (2002), training is needed to introduce a new process; improves the efficiency of the employees; provides training for unskilled workers to make them more valuable to the firm; decrease supervision needed; improves the opportunities for interval promotions as specific skills, communication, and behavior;

decrease the chances of accidents. Training is an important tool for the organization to restore the performance of the employees for the organizational growth and stability. An employee will become effective and more productive if well trained.

Training is the act of increasing the knowledge and skill of employees for doing a particular job. Training improves the performance of employees on present jobs and prepares them for taking up new assignments in the future. Training also helps in the development of the employees (Purcell & Kinnie, 2007). Goldstein & Ford (2002), explain training as a “learning experience, in that, it seeks a relatively permanent change in an individual that will improve his ability to perform on the job.” This means that training must be designed in such a way that, it will involve either changing or enhancing of skills, knowledge, attitudes, and social behavior. This change or enhancement of skills, knowledge, attitudes, and social behavior could involve what the employees know, how they work, their relations, and interactions with co-workers and supervisors. Training thus consists of planned programs designed to improve performance at the individual, group, or organizational levels.

2.3. The Need for Employee Training

The adoption of changing innovation in this period of globalization and the rise of new advances, organizations are endeavoring to endure, develop, and work productively in an unstable, even changing environment.

Organizations must position themselves in order to keep up with the new technologies and business development globally. Employees need to be trained and developed regularly to deliver even when the external environment changes lead to obsolescence of the current technology in place with the organization (Imna & Hassan, 2015). Training eliminates job discrepancies. To be successful, organizations have to be responsive and fast to changing environment. They must respond fast to changing consumer requirements and needs for quality, variety, customization, convenience, and timeliness. There is need to ensure that there is synchronization and standardization in how things are carried out in organizations. The main purpose of training is to enhance skills and knowledge and to bring change of

attitudes or behavior. It is therefore one of the crucial viable motivators which can lead to many possible importance for both individuals and the organization.

As per Esteves (2014), training causes workers to feel that they are a piece of the association's way of life or family. Training creates the feeling of having a place to belong to. It creates the professional development, improves the employee's skills, and makes proficient workers with littler errors.

Like the above argument, Aguinis&Kraiger (2009) also indicated that employee training increase job satisfaction and employee morality, improving the employee motivation, improving the efficiencies in processes and financial gains, increasing the ability to secure technologies, developing the innovation in strategies and products and reducing employee turnover are other important benefits of training.

The main purpose of training and development is to eliminate performance discrepancies whether current or anticipated. Training and development leads to increased employee motivation (Goldstein & Ford, 2002). Ivancevich (2010), states that motivating employees is about getting them in the right direction so that the company's objective is met. To generalize what have mentioned in the previous paragraphs training can be useful with regards to the following perspective;

- *Economic perspective:* - Trained personnel will be able to make better and economical use of materials and equipment's. Wastage will be low. In addition, the rate of accidents and damage to machinery and equipment will be kept to the minimum by the well- trained employees. These will lead to less cost of production per unit.
- *Productivity:* - A well trained employee usually shows greater productivity and higher quality of work-output than an untrained employee. Training increases the skills of the employees in the performance of a particular job. An increase in the skills usually helps to increase both quantity and quality of output.

- *Standardization:* - With the help of training, the best available methods of work can be standardized and made available to all employees. Standardization will make high levels of performance rule rather than the exception.
- *Morale of employees:* - The morale of employees is increase if they are given proper training. A good training program will mold employees' attitude to achieve support for organizational activities and to obtain greater cooperation and loyalty. With the help of training, dissatisfaction, complaints, absenteeism and turnover can be reduced among the employees.

2.4. The Training Process

2.4.1. Training Need Assessment (TNA)

Training need assessment is the process in which the company identifies training and development needs of its employees so that they can do their job effectively. It involves a complete analysis of training needs required at various levels of the organization. Training needs must always be analyzed in a manner that improves the performance of the organization as a whole and then that of the employees (Japan International Cooperation Agency, 2013). The study by The Asia Foundation (2009) stated that training needs assessment is one of the methods to collect adequate necessary information that can be used to determine an appropriate type of training program that can be adopted and may be useful. The study also proposed that training needs assessment is performed to satisfy four major requirements: the determination of the goals of training, the task to be adopted for the achievement of the goals, the particular responsibility to be fulfilled by each employee, and the identification of discrepancies in the behavior of the employees.

2.4.2. Training Design (TD)

A training design is a blue print for a preparation occasion or experience. It is a detail arrangement for what an organization will do, why the organization will do it, and how the organization will meet its training destinations (Holton, Bates, & Ruona, 2000)

Training designs are crafted after the need for training is analyzed and identified because the training design highly depends on the objective of the training. Objectives of training should relate to the training analysis. These objectives must show the desired condition to be occurred so that it can be used as a bench mark against which employee performance and the given training program can be measured. The objective of training is to bridge the gap between existing performance ability and desired performance as discussed in the previous topics. Training design will make it specific by directly addressing the actual knowledge, skill and ability gap observed in employees (Alvarez et al. , 2004)

Once a training need is distinguished, the most significant choices to make are the manner by which the training will be actualized (Gilley, Gilley, Quatro, and Dixon, 2009). Human resource management needs to figure out which training strategies are the most suitable for the employee. It might be important to consolidate a few techniques (Decenzo and Robbins, 2010 Nadler, 1984 as referred in Nassazi, 2013) noticed that all the human asset advancement exercises are intended to either improve execution on the current occupation of the individual, train new skills for new position or new situation in the future.

The key activities involved in designing a training and development program are; setting objectives, selecting the trainer or vendor, developing lesson plan, selecting program methods and techniques, preparing materials and scheduling the program. In this process an organization may opt to buy or make the HRD program owner. The most important issue to be inculcated in the design phase is that trainings and developments should have explicit objective before they are delivered (Randy et.al. p163). After the design stage is completed the next step will be implementation.

2.4.3. Training Delivery

Aguinis&Kraiger (2009), pinpoint that a careful use of training methods can be very cost effective investment in the sense of using appropriate methods. Further, they state that, if an increase in the training methods is not appropriate, trainees may end up not benefiting from the exercise. Broadly, training programs are classified into on-the-job training and off-the-job training. On-the-job training – this is probably the most common approach to training and range from the selectively unsophisticated approach which involves verbal instructions or demonstrations of how to use tools and other equipment. According to Armstrong (2002), on-the-job training is useful in developing and practicing specific managerial, leadership, technical, manual, and administrative skills needed by the organization to improve competitiveness. It has the advantage of actuality and immediate resolution to competency problems since the trainee works, learns and develops expertise at the same time. Goldstein & Ford (2002) argues that on-the-job training focuses on the acquisition of skills within the work environment generally under normal working conditions.

Purcell &Kinnie (2007) observed that on-the-job training has been used to develop employees and typically includes verbal and written instructions, demonstrations and observations and hands on practice imitation. Generally, the on-the-job training includes the following types of training, orientation or induction training, apprenticeship and refresher training.

On the other hand, a company may go for the off- the -job training. Off-the-job training sometimes may be necessary to get away from the immediate work environment to a place where the frustration and hustle of work is eliminated. This enables the trainees to study theoretical information or be exposed to new and innovative ideas. This type of training takes place on special courses or in a training area or center that has been specifically equipped and staffed for training. They include lectures, training by management institutions, conferences, seminars, case study, and brainstorming. According to Heathfield (2012), human resources training and development approaches can be viewed from two perspectives, the macro and micro practices. The micro identifies the degree to which internal career development systems facilitate organizational progression and personal

development. It also addresses the extent to which organizations perceive need for skill enhancement to equip employees with relevant skills for future work demand. These approaches include career development information technology, job rotation, job design, job enhancement, job enlargement, 360 degrees feedback, and on-the-job training.

2.4.4. Training Evaluation

The evaluation scheme that many corporate trainings programs use is Kirkpatrick's four level of evaluation; reaction, learning, behavior and results (Kirkpatrick 1994). However, surveys of the evaluations of corporate training programs show limited applications of the levels other than at the reaction level (Allegre& D Janak, 1989; American society for training and development, 1996 Brinkerhoff, 1989; Dixon, 1990; industry report, 1996; parker, 1986; plant and Ryan, 1994). Training participant's reaction is the most commonly used criterion for determining the effectiveness of corporate training programs. Most corporate trainers evaluate the training programs by using a simple end-of-course reaction form often referred to as a "happy sheet" (Plant and Ryan), a "smile or whoopee sheet" (Robinson and Robinson 1989), an "end-of-event questionnaire" (Bramleey, 1996) or "reactionaire" (Newby, 1992). Based on a survey conducted by American society for training and development (1996) out of the companies which evaluated training programs using Kirkpatrick's four-level evaluation, only 4.3% of the organizations surveyed measured results, 13.7% measured behavior change, 27.9% measured learning and 88.9% 17% used the reaction metrics.

Reaction evaluation is type of formative evaluation where the results are used for program modification and the redesigning of content, course materials and presentations (Anthiel& Casper, 1996; Robinson and Robinson 1989). Generally, they collect information that is specific enough to help make revision and improvements in the training programs. Reaction evaluation provides programs designers with insights about the participants' degree of satisfaction with a program design and implement. This is crucial information. If participants are not satisfied with the training experience, they may not use what they have learned and will probably advise others not to attend the training program. Reaction

evaluation can also be summative in nature. In such cases the goal of reaction evaluation is to determine the value, effectiveness or efficiency of a training program (Smith & Bradenberg, 1991) to make decisions concerning program continuation, termination, expansion, modification or adoption (Worthen, 1990; Worthen and Sandler, 1987). Summative evaluation provides program decision makers and potential customers with judgments about a program worth or merit (Worthen, Sandler & Fitzpatrick, 1997). Any aspect of a training program can be evaluated i.e. the trainee, instructional strategies, training material and even training facilities.

In an attempt to look into the success of the training program, there is the need to also consider the costs and benefits of the training program. This will help the organization know whether there has been effectiveness in terms of profits. Evaluation should take place before, during and after the training programs. This should be jointly done by the managers, the trainer and the trainees themselves (Kenney, 1992). Evaluation may be conducted using questionnaires or conducting case studies among other methods that may be used. Training can be evaluated in so many ways. Evaluation differs from validation in that it attempts to measure the overall cost benefit of the training program and not just the achievement of its laid down objectives. Hamlin (1974) advocated that until control measures are taken to correct any deficiencies after the training, evaluation has not been completed and thereby ineffective. Evaluation is an integral feature of training, but it could be difficult because it is often hard to set measurable objectives. Training evaluation should result in: determining the effectiveness of the training program, deciding whether to change, stop or expand the program, how to improve the program for future delivery.

2.5. Training and Employee Performance

Training is considered as the process of improving the existing skills, knowledge, exposure, and abilities in an individual. According to Saleem and Mehwish (2011) training is an organized increase from the know-how skills and sensations needed for staff members to execute efficiently in the offered process, as well as, to operate in underlining situation. Moreover, it also enhances the capabilities of panel of employees in very effective way by

motivating them and transforming them into well organized and well-mannered workers that ultimately affects the performance of organization. Laing (2009) defines training as an indicator to enhance superior skills, knowledge, capabilities and outlook of the employees that results in effective performance of the workers. However, he adds one thing more that it (training) extends the production of the organization. Massod (2010) and Khanfar (2011) argued that training is an active means to enable individual to make use of his/her capability and potential.

Throughout the literature of management, the role of human resource training and development for the attainment of competitive edge on competitors as well as achieving the project success is vital (Imran et. al., 2016). The socio economic and technological shift has post more responsibilities on the manager for the development of new and advanced competencies and skills for cope up with these changes. Therefore, development and retention of human capital has become the necessity for the successful attainment of company's objective.

Human resource is the very important and the backbone of every organization and it is the main resource of the organization. Hence, organizations invest huge amount on the human resource capital training and development because the performance of human resource will ultimately increase the performance of the organization. Performance is a major multi-dimensional construct aimed to achieving results and has a strong link to strategic goals of an organization (Esteves, 2014). As Imna& Hassan (2015) explains, performance is the key element to achieve organizational objective. However, a question arises on what can be done to enable the employee work more effectively and efficiently (Mishra, 2007).

There are many factors, which improves the work of the employee such as design of training and development programs, style of training, on-the job trainings and off the job training and development of employees. That is why organizations need to design training programs very carefully (Armstrong, 2008).

The design of the training should be according to the needs of the employees (Wambua, 2013). Companies which develop a good training and development program design according to the need of the employees as well as to the organization, always get good results (Dolfi& Andrews, 2007, Mishra, 2007, Rehman, 2011). It seems that training and

development design plays a very vital role in the employee as well as organizational performance. On the contrary, a bad training design is nothing but the loss of time and money (Bhoola&Giangreco, 2018).

Employee performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behavior (Armstrong 2000). Kenney et al. (1992) stated that employee's performance is measured against the performance standards set by the organization. There are a number of measures that can be taken into consideration when measuring performance for example using of productivity, efficiency, effectiveness, quality and profitability measures (Ahuja 1992). Profitability is the ability to earn profits consistently over a period of time. It is expressed as the ratio of gross profit to sales or return on capital employed (Wood &Stangster 2002). Efficiency is the ability to produce the desired outcomes by using as minimal resources as possible while effectiveness is the ability of employees to meet the desired objectives or target (Stoner 1996).

Productivity is expressed as a ratio of output to that of input (Stoner, Freeman and Gilbert Jr 1995). It is a measure of how the individual, organization and industry converts input resources into goods and services. The measure of how much output is produced per unit of resources employed (Lipsey 1989). Quality is the characteristic of products or services that bear an ability to satisfy the stated or implied needs (Kotler& Armstrong 2002).It is increasingly achieving better products and services at a progressively more competitive price (Stoner 1996). The information thus far reveals a seeming consensus in the belief that there is a positive relationship between training and employee performance. Thus training impacts positively on employee's performance by generating benefits to both the employees and the organization they work for through the development of skills, knowledge, abilities, competencies and behavior.

2.6. Measuring Training Effectiveness

Mindtools (2016) characterized the adequacy is how much something is effective in delivering an ideal outcome; achievement. The most notable and utilized model for estimating the viability of preparing programs was created by Donald Kirkpatrick

(Mindtools, 2016). Kirkpatrick talked about the particular significance of four stages to estimating training adequacy.

The initial step is called reaction to gauge how learners responded to the training. The reaction of learners must be estimated to see how well the training was gotten by the members. Additionally, responses of employees could help improve future training programs and distinguish huge themes that are not examined during training.

The other metrics is learning, which estimates what the employees have learnt and what they have not to additionally improve future training. The third metrics is behavior, which assesses how employees' behavior changed after the training. In particular, this part looks on how the employees have acquired knowledge, skill and attitude from the training program. In the event that states trainings are ideal, employees' behavior will change.

The last metrics is result, which investigate the conclusive outcomes of the training. This incorporates the advantages and results of training, which are acceptable for the business as well as for the rest of partners (Kirkpatrick and Kirkpatrick, 2016). Brimstin and Hester (2015) stressed that the requirements of the partners must be viewed as when assessing training programs. As indicated by the creators, it was recommended that 100% of training ought to be led for an assessment at the individual response level. Despite the fact that this dependable guideline might be valuable, eventually evaluators need to realize the requirements of the partners so time and different assets are not wasted. To know whether workers gain the important aptitudes and information required by the activity, a test must be given. Organizations must gauge the viability of the training by giving a test to employees (Markgraf, 2016).

2.7. Empirical Literature Review

Human Resource Management (HRM) is the most important function in all organizations. It contributes to the success of the organizations and creates competitive advantage for the organization. The way HRM practices and policies take shape also affects the employee's experiences of work and the employment relationship more so in the project-oriented organizations, where management is by structures that are temporary and focuses on

projects thus putting more pressure on the system with resultant challenges to which the human resource management needs to respond (Wambua, 2013).

Similarly, Bhoola&Giangreco, (2018) stated that while there are different factors that lead to successful project implementation, human resource management and facilitating a collaborative work environment is of high relevance for companies. Researchers have extensively studied the role of human resource in affecting successful completion of projects as well as company productivity (Claudia, 2010, Bredin, 2006, Belout, 1998, Bhoola&Giangreco, 2018). Wambua (2013) showed that the role of human resource in project management is changing beyond the traditional human resource management. Project success depends much on management support, project manager's role and allied support factors that make the role, responsibility and operation of the Human resource, effective(Anderson, 2011). Rehman, (2011) talked about organizational socialization to enhance productivity. They provide a framework to describe how new members of a project should socialized effectively to ensure smooth inclusion and better contribution to the projects.

Training and development in organizations has been accepted by various scholars as a very imperative role in refining work performance of the employees and ultimately to the organization as a whole. A study conducted by Mishra (2007) examined the main concerns of the present Human Resource training and development, shown that 89% of the organizations surveyed placed employee training and development as the most significant in the performance management. The study recommends that, the human resource training and development generally considered the process of the performance appraisal as one of the main mechanisms for ascertaining training and development needs at the individual level.

A research led by Wambua (2013), on the impact of preparing and improvement in Kenya, uncovered that there is a strong positive connection between's both employees training program, and employee performance. This proposes, both management and employee development were seriously interrelated with organizational performance. He included that, an emphasis on worker advancement, with jobs security, is conceivable to be normal by employees as far as elevated level of hierarchical commitment. Offering employees with

training and development may likewise be basic for organization battling to accomplish an upper hand through high worth products and services, specific highlights that were not given a lot of consideration to during past economy.

Different scientists led by Claudia (2010), Bredin (2006), Belout (1998) and Bhoola and Giangreco (2018) demonstrated the exercises that about greater part of the employees who got work related training from their organization affirmed that that they were utilizing their achieved expertise at work to an incredible level and in this manner upgrade employees work execution and the undertaking accomplishment all in all. Besides, a research was led by Mishra (2007) to inspect the impacts of training on organizational performance uncovered that lacking employee training programs was among the elements responsible for low profitability in the tasks along these lines giving sign to human management experts on the significance of this constituent in the business division.

A research on effectiveness of training program was conducted by Ramachandran (2010) on open part employees. The result of the examination demonstrated that there was a distinction of employee discernment based on segment qualities and preparing viability. Additionally, it was likewise discovered that encounters and instruction are prevailing and deciding components of training program. Sanjeevkumar and Yanan (2011) embraced an investigation to discover the elements that influence employee training by joining theoretical and practical research. The issue tended to in their investigation included variables that influence training: types, training environment, and employees' very own qualities learning capability. In his investigation, Nagar (2009) contemplated the effectiveness of training programs being directed by the business banks in both open just as in the private area. The studies uncovered that training programs are commonly compelling regarding the chosen factors of the investigation, which incorporate mentor, educating, and PC supported program and framework offices. Al-Ajlouni, Athamneh, and Jaradat (2010) focused on that while assessing a training program, there is a need to contrast the yield and other comparative training programs. This examination would be of help in recognizing issues and shortcomings, which could be the basis of the trainer in their future training program. Petkova (2011) examined the "Streamlining Training Effectiveness: The Role of Regulatory Fit" that delivers the need to coordinate research on an administrative fit among

theory and training viability. The finding of the investigation uncovered that a progression of ideal training results were seen when training programs fit the employees' fundamental inspirational direction.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design and Approach

The research has employed descriptive research design. The reason for selecting this design was the intent of the researcher was to describe how effective was the training programs held in the company under study. Descriptive designs are those studies, which are concerned with describing the characteristics of an individual, or of a group (Kothari, 2004). On the other hand, a quantitative research approach was applied since the intent of the researcher was to evaluate how well training programs affected employee performance.

3.2. Data Source and Type

For the study, both primary and secondary data sources were used. Secondary data was obtained from available published and unpublished documents, books articles, other research papers, and various reports from different organizations at various levels. The secondary sources used for this research include reports from the human resource department as well as lists of trainings provided per department. On the other hand, primary data was obtained through surveying of trained employees working under NTE.

3.3. Population, Sample Size, and Sampling Technique

3.3.1. Population

The study was focused on examining the effects of training on employees' performance in NTE in its head office located at Addis Ababa. According to the document obtained from

NTE head office, there are 254 employees working in different departments at the head office who has taken training for the year of 2019 G.C. As it is indicated earlier, the study was conducted in Addis Ababa and the focus of the study is on the head office of the organization.

3.4. Technique and Sample Size Determination

Simple random sampling technique was applied to select representative sample of trained employees in NTE head office. The target population which was addressed for this research was the total employees of head office who have received training in 2019 G.C. Since the intent of the researcher was to identify the actual effects which took place regarding the post training performance; only the total trained employees within the mentioned period are relevant for the researcher. Sample size was determined using the below formula which is directly adopted from Kothari (2004).

$$n = \frac{z^2 \cdot p \cdot q \cdot N}{e^2 (N-1) + z^2 p \cdot q}$$

Where ;

n = sample size required

z = value on standardized normal distribution curve corresponding to the level of significance. With 95% confidence level the corresponding value of z is 1.96.

p = sample proportion with value of 0.5

$q = 1-p$

N = number of total population

$e = 0.05$ which is acceptable sample error

Accordingly, the required sample size becomes 154 respondents.

3.5. Data Collection Tools

In this study, survey method was used to generate quantitative data. The method was selected based on the nature, scope, and objective of the study. Indeed, “the most desirable approach with regard to the selection of the method depends on the nature of the particular problem and on the time and resources (money and personnel) available along with the desired degree of accuracy” (Kothari, 2004). Questionnaires having three sections consisting of 31 five scale Likert scale questions were prepared and distributed to assess experiences and views on the effects of training on employees’ work performance in NTE. Considering a non-responsive rate of 15% the number of questionnaires distributed were 177 instead of 154. Besides, document analysis technique was done to review available official documents of the company.

3.6. Data Analysis and Interpretation Methods

Analysis of a primary data was conducted using a descriptive statistics. Quantitative data, which was collected through the survey instrument, was analyzed through descriptive statistical techniques using SPSS (Statistical Package for Social Science). Descriptive analysis was applied to have a summary of the data collected from sample respondents through survey instrument.

3.7. Validity and Reliability

3.7.1. Validity

Validity is the extent to which the instrument used in research measures what it purports to measure. The researcher ensured accuracy and consistency of the instruments through a pilot study. Piloting of the questionnaires was done in some randomly selected employees working in different departments in NTE head office. The results obtained from the pilot study were analyzed to check for construct validity and some corrections were made on the

questionnaire. After the approval was granted by the advisor, the revised questionnaire was ready to be distributed.

3.7.2. Reliability

Reliability refers to the consistency or stability of the scores obtained from tests and assessment procedures (Christensen & Johnson, 2000). Data obtained from the pilot study was used to determine the reliability of the instrument. Cronbach's α coefficient was used as an index to test survey reliability by measuring how well a set of items (or variables) measures a single one-dimensional monotonic latent construct. Construct internal consistency was checked by computing Cronbach Alphas. The survey instrument was tested to check a reliable instrument for this study. Cronbach's alpha reliability coefficient normally ranges between 0 and 1 and it is used to determine the internal consistency or average correlation of items in a survey instrument to measure its reliability. George & Mallery (2003) provide the following rules of thumb: "> 0.9 = Excellent, > 0.8 = Good, > 0.7 = Acceptable, > 0.6 = Questionable, > 0.5 = Poor, and <0.5 =Unacceptable". In this case, a Cronbach's α coefficient result more than 0.75 is considered as good measure of reliability.

Accordingly, the instrument's reliability was conducted using SPSS version 20 which was resulted in having a strong reliability as it generated a Cronbach's alpha coefficient 0.981 (Table 3.1).

Table 3.1. Reliability test

Cronbach's Alpha	N of Items
.981	31

Source: own survey SPSS result 2020

3.8. Ethical Consideration of the Study

Ethical consideration in social science research involves application of principles of informed consent, confidentiality, and anonymity and publication access (Somekh and Lewin, 2005, pp 56). Any researcher should hence, follow these frequently sets principles drawn up to guide research actions in the field as well as protect the rights of participants in research. In the research, each data collection activity was conducted after sample respondents were informed and convinced about the purpose, significance, and values of the research. Every participant, in all process of data collection was genuinely requested to give consent before actual data was collected. Alongside, respondents were assured in the confidentiality of their responses. In doing this, the study kept consent, confidentiality, and anonymity of respondents. In addition to these, a formal letter granted by St.Mary's University, indicating the researcher's purpose of the study, was submitted to NTE head office before acquiring any related information related to the subject under study.

CHAPTER FOUR

DATA PRESENTAION, ANALYSIS AND INTERPRETATION

This chapter deals with the presentation, analysis and interpretation of the data obtained from a questionnaire which was distributed to NTE employees who has taken training for the 2019 G.C fiscal year. It has four sections. The first section is about the characteristics of respondents followed by the findings on TNA and employee performance. The third section of this chapter focuses on the findings of training design and delivery in relation to employee work performance. A summarized presentation of data as well as analysis constituted the last section of this chapter.

4.1. Questionnaire Response Rate

As can be indicated in table 4.1, out of the total distributed questionnaire of 177, 90.3% (160) were returned filled correctly. 7% (12 questionnaires) were not returned at all and 3% (5 questionnaires) were returned but was not filled correctly. As the result, the total valid questionnaires used for data analysis were 160.

Table 4.1 questionnaire response rate

Employees	Numbers	Percentage
Correctly filled and returned	160	90.3%
Not correctly filled	5	3%
Not returned	12	7%
Total	177	100%

Source: own survey, 2020

4.2. Characteristics of Respondents

Gender of Respondents

As can be seen from table 4.2, out of the total 160 respondents 142 (89%) of them were male where as the left 11% or 18 of them were female. This shows that the gender composition of trained employees is not fairly distributed. Empowering women in the work place through training should be considered.

Education of Respondents

Based on table 4.2., out of the total respondent of 160 employees, 141 (88%) of them are degree holders. 9% (14) of them are masters degree holders and 3.1% (5) of them are diploma holders. This information shows that 97% (155 employees) of the total respondents have degree and above. This implies that majority of the respondents have passed through the formal educational system which makes it easier for them to grasp knowledge which is provided for them through different training programs.

Position of Respondents

Based on the information stated in table 4.2, 21 employees (13%) of the total respondents were from the top management, 13 employees (8%) of the total respondents were from middle level management and the rest 126 employees (79%) of them were non managerial staffs. This has an implication that majority of the total respondents are non managerial staffs who need close follow up and support from the middle and top level managers to enable them practice the new skill, knowledge and attitude obtained from training programs.

Work Experience of Respondents

As can be seen in table 4.2, 53 % (84 employees) of the total respondents have worked in NTE for a period of 9-14 years. 44% (71 employees) have a work experience of 3-8 years and 3% 9% employees) have a work experience between 15-20 years in NTE. This also has an implication that all of the respondent employees are very much familiar with their work and working environment. This familiarity enables the recognition of performance variation, if any, due to the implemented training programs.

Table 4.2 Characteristics of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Gender	Male	142	88.8	88.8	88.8
	Female	18	11.3	11.3	100.0
	Total	160	100.0	100.0	
Education	Diploma	5	3.1	3.1	3.1
	BA/BSC	141	88.1	88.1	91.3
	MA/MSC	14	8.8	8.8	100.0
	Total	160	100.0	100.0	
Position	Top level management	21	13.1	13.1	13.1
	Middle level management	13	8.1	8.1	21.3
	Non managerial staff	126	78.8	78.8	100.0
	Total	160	100.0	100.0	
Experience	3-8yrs	71	44.4	44.4	44.4
	9-14yrs	84	52.5	52.5	96.9
	15-20yrs	5	3.1	3.1	100.0
	Total	160	100.0	100.0	

Source: Own survey 2020

4.3. Descriptive Statistics on Training Practices

In this section, a descriptive analysis and interpretation is discussed. The items mean statistical value was based on the five point Likert scale. The assumptions to interpret the means are based on Nunnally (1997) classification. According to Nunnally (1997) , a mean score between 1.00 -2.00 is considered to be low which implies that respondents strongly disagree with the statements. A mean score between 2.01 – 3.00 is considered to be moderate low which implies that respondents disagree with the statements. A mean score between 3.0 - 4.00 is considered to be moderate high which implies that respondents agree with the statements. A mean score between 4.01 – 5.00 are considered to be high which implies that respondents strongly agree with the statements.

A total of 31 questions were used to gather information about the effect of training on employee performance. These questions were categorized in to seven (Training Practices, Reaction, Learning, Behavior and Result) to manage data analysis.

To provide more detailed insight on the training practices, the main training process(TNA, Training Design and Training Delivery) were evaluated independently. Table 4.3 below illustrates the mean scores for training practices.

As can be seen from table 4.3, TNA has a mean score of 3.1 which can be considered as moderate high. This implies that not all employees agree that the TNA was relevant in identifying their skill gap.

In relation to this, only 45% of the respondents agreed that the TNA process undertaken by the company is addressing their KSA gaps. 42 % i.e. 67 employees totally disagree with the fact that TNA was implemented to identify their KSA gaps which are important in enhancing their performance. The rest 13% (21 employees) could not relate the trainings they were provided with TNA practice (Table 4.4).

Table 4.3. Mean score for training practices

	TNA	Training Design	Training delivery
Mean	3.1125	3.5141	3.5000
N	160	160	160
Std. Deviation	1.21824	1.15886	.88310
% of Total N	100.0%	100.0%	100.0%

Source: own survey, 2020

Table 4.4 Descriptive statistics for TNA

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	10	6.3	6.3	6.3
Disagree	57	35.6	35.6	41.9
Neutral	21	13.1	13.1	55.0
Agree	49	30.6	30.6	85.6
Strongly Agree	23	14.4	14.4	100.0
Total	160	100.0	100.0	

Source : own survey, 2020

As can be seen from table 4.3, Training design has a mean score of 3.5 which can be considered as moderate high. This implies that not all employees agree that the training design was devised in a way that can address the knowledge and skill gap observed in their workplace. In relation to this only 46% i.e. 73 employees among the respondents agreed that the training design was designed carefully in a way that it can address the actual performance issues in the workplace. 22% i.e. 35 employees totally disagree with the training design practice. They responded that training design was not well thought to bring a positive impact on their performance. The rest 13% (21 employees) could not relate the trainings they were provided with TNA practice.

Table 4.5 Descriptive statistics for Training design

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	.6	.6	.6
Disagree	34	21.3	21.3	23.1
Neutral	47	29.4	29.4	53.1
Agree	27	16.9	16.9	70.0
Strongly Agree	46	28.8	28.8	100.0
Total	160	100.0	100.0	

Source : own survey, 2020

In reference with table 4.3, Training Delivery has a mean score of 3.5 which can be considered as moderate high. This implies that the training delivery methods did not produce the same result for all employees in acquiring the intended KSA by the training program. In relation to this majority of the employees which is 60% (96 respondents) agreed that the training delivery methods were suitable and appropriate in transferring the intended KSA to them. 18% (29 employees) responded that poor choices of training delivery methods were implemented (Table 4.6).

Table 4.6 Descriptive statistics for Training delivery

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	29	18.1	18.1	18.1
Neutral	35	21.9	21.9	40.0
Agree	83	51.9	51.9	91.9
Strongly Agree	13	8.1	8.1	100.0
Total	160	100.0	100.0	

Source : own survey, 2020

4.4. Descriptive Statistics for Training Effectiveness

In reference with table 4.7, Reaction has a mean score of 3.13 which can be considered as moderate high. This implies that not all of the employees agree that the trainings were

relevant to their current job. According to table 4.8, majority of respondents i.e. 51% disagree that content, delivery method, and the activities involved in the overall training program was designed to address their knowledge gap in their respective workplace. In the contrary, 15% of the total respondents strongly agreed that the training program was very helpful for them. 34% i.e. 55 employees also agreed that the training programs were acceptable in comparison to their current job (Table 4.8).

Table 4.7 Mean score for training effectiveness

	Reaction	Learning	Behavior	Result
Mean	3.1375	3.0625	2.8000	2.7750
N	160	160	160	160
Std. Deviation	1.20004	1.14753	1.19116	1.12126
% of Total N	100.0%	100.0%	100.0%	100.0%

Source : own survey, 2020

Table 4.8 Descriptive statistics for Reaction

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	81	50.6	50.6	50.6
Agree	55	34.4	34.4	85.0
Strongly Agree	24	15.0	15.0	100.0
Total	160	100.0	100.0	

Source: own survey ,2020

In reference with table 4.7, Learning has a mean score of 3.06 which can be considered as moderate high. This implies that not all of the employees agree that knowledge transfer took place due to the training programs. According to table 4.9, majority of respondents i.e. 52% disagreed that there was added knowledge which they can apply to their current job. 11% i.e. 17 employees strongly agreed that they have gained knowledge which they can apply to their current job. 37 % of them also agreed that there was a knowledge transfer by

the training programs. 6% of them were not sure how to relate what they have learnt and their current job (Table 4.9).

Table 4.9 Descriptive statistics for Learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	83	51.9	51.9	51.9
	Neutral	1	.6	.6	52.5
	Agree	59	36.9	36.9	89.4
	Strongly Agree	17	10.6	10.6	100.0
	Total	160	100.0	100.0	

Source: own survey, 2020

In reference with table 4.7, Behavior has a mean score of 2.8 which can be considered as moderate low. This implies that not all of the employees agree that a practical behavioral change, regarding to applying what they have learned, was observed due to the training programs. According to table 4.10, majority of respondents i.e. 67.5% disagreed that the training provided caused them to change their behavior in relation to their current job while the rest agreed that they have changed in their behavior when it comes to applying the new KSA acquired from the training (Table 4.10).

Table 4.10 Descriptive statistics for Behavior

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	108	67.5	67.5	67.5
	Agree	28	17.5	17.5	85.0
	Strongly Agree	24	15.0	15.0	100.0
	Total	160	100.0	100.0	

Source: own survey, 2020

In reference with table 4.7, Result has a mean score of 2.77 which can be considered as moderate low. This implies that not all of the employees agree that they are applying what they have learned and the end outcome they produced is improved. According to table

4.11, majority of respondents i.e. 67% disagreed that they are performing better after the training (Table 4.11).

Table 4.11 Descriptive statistics for Result

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	105	65.6	65.6	65.6
	Neutral	3	1.9	1.9	67.5
	Agree	35	21.9	21.9	89.4
	Strongly Agree	17	10.6	10.6	100.0
	Total	160	100.0	100.0	

Source: own survey, 2020

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary of Findings

The composition of the total respondents as per the gathered information indicates that majority of them are first degree holders which creates further advantage in the acquisition of knowledge which is provided for them through different training programs. Additionally, more than an average (52.5%) of the total population has a work experience of 9-14 years. This also has an implication that majority of the respondents know their job very well and can spot a difference in their performance if there is any caused by a training program.

Based on the results of descriptive statistics, TNA, Training Design, Training Delivery, Reaction, Learning, Behavior, and Result have a mean value of 3.12, 3.51, 3.50, 3.13, 3.06, 2.80, and 2.77 respectively. This has an implication that most of the mean is considered to be moderate high and two of them are moderate low.

Only 45% of the respondents agreed that the TNA process undertaken by the company is addressing their KSA gaps. 42% of respondents replied that training need assessment was not satisfactory while the rest 13% could not relate TNA and with their current performance.

46% i.e. 73 employees among the respondents agreed that the training design was designed carefully in a way that it can address the actual performance issues in the workplace. 22% i.e. 35 employees totally disagree with the training design practice.

Majority of the employees which is 60% (96 respondents) agreed that the training delivery methods were suitable and appropriate in transferring the intended KSA to them. 18% (29 employees) responded that poor choices of training delivery methods were implemented.

51% of the respondents disagree that content, delivery method, and the activities involved in the overall training program was designed to address their knowledge gap in their respective workplace. In the contrary, 15% of the total respondents strongly agreed that the training program was very helpful for them. 34% i.e. replied that the training delivery method was acceptable.

Majority of respondents i.e. 52% disagreed that there was added knowledge which they can apply to their current job. 11% i.e. 17 employees strongly agreed that they have gained knowledge which they can apply to their current job. 37 % of them also agreed that there was a knowledge transfer (Learning) by the training programs. 6% of them were not sure how to relate what they have learnt and their current job.

Majority of respondents i.e. 67.5% disagreed that the training provided caused them to change their behavior in relation to their current job while the rest agreed that they have changed in their behavior when it comes to applying the new KSA acquired from the training.

Majority of respondents i.e. 67% disagreed that they are performing better after the training. 33% of the respondents replied that their performance is improved after the training.

5.2. Conclusion

Training is one of the most important duties carried out by the human resource management. Training is a means by which organizations transfer knowledge to enhance their employees' performance and increase profitability by maintaining a competitive advantage. A training program can be considered as the congregate output of mainly TNA, Training Design and Training Delivery. On the other hand employee performance is can be interpreted in terms of Reaction, Learning, Behavior and Result.

The aim of training is altering how an individual employee reacts and behaves in addition to facilitating learning and improving end results produced by the employee. These

mentioned metrics which are affected by the training are summed up to construct employee performance.

Based on the results and findings of the study it is concluded that even if there is an agreeable level of learning acquired by employees from the training programs offered by the company, the outcome in terms of behavior and result is not satisfactory. In other words, the change in employee performance after the training program is not satisfactory.

5.3. Recommendation

Based on the findings and conclusion of this study the researcher recommends the below points.

- This study has found that TNA has a significant relationship with employee performance. Therefore, conducting an inclusive training need assessment involving the different levels of employees is very essential since a considerable number of employees already responded that the trainings they took were not relevant to their job and could not relate the newly gained skill to their current job as the result did not produce a different output as compared to the pre-training performance.
- The study showed that all employees who took training did not improve their performance result even though there is acquisition of new KSA due to the training programs. This has an implication that a well-designed training program alone is not enough to produce the desired result. Therefore, the researcher recommends for the company to facilitate a working environment by which a learnt skill is being utilized. One way of doing this can be encouraging innovation in the work place through a supportive management system.

- It would be of great value if the company develops a mechanism of evaluating the impact of training on employees' actual performance in terms financial terms and productivity so that an enhanced output is generated by the employee.

REFERENCES

- AbebaMitikuAsfaw, MeseleDamteArgaw, LemessaBayissa. (2015). *The Impact of Training and Development on Employee Performance and Effectiveness: A Case Study of District Five Administration Office, Bole Sub-City, Addis Ababa, Ethiopia*. Civil Service University, Addis Ababa, Ethiopia
- Aguinis, H. and Kraiger, K., (2009). Benefits of Training and Development for Individuals and Teams, Organizations, and Society. [online] Available at: <<http://www.heramanaguinis.com/Annual09.pdf>> [Accessed 27 November 2019].
- Amadi, Eunice Jane. (2014). Effect of Training and Development on Employees' Performance; at Safaricom Limited Call Centre. MA Thesis, University of Nairobi.
- Anderson, Cushing. (2011). *Impacts of training on Project Success*. Global Headquarters, Framingham, MA 01701 USA.
- Armstrong, M. (1996). *A Handbook on Personnel Management Practice*, 6th ed. London: KoganPage. Sherman, A.W and H. J. Churden. (1996) *Managing of Human Resources*, 7th Edition, South Western Publishing Co., Cincinnati.
- Armstrong, M. (2006) *Human Resource Management Practice* 10th ed. Kogan Page. London and Philadelphia.
- Armstrong, M. (2008). *A Handbook on Personnel Management Practice*, 10th ed. London: Kogan Page.
- Armstrong, M. and Baron, A. (2002). *Strategic HRM: the route to improved business performance*, CIPD, London.
- Bell, Suzanne T. & Pamela S. Edens. (2003). *Effectiveness of Training in Organizations: A Meta-Analysis of Design and Evaluation Features*. Journal of Applied Psychology Copyright 2003 by the American Psychological Association, Inc., Vol. 88, No. 2, 234–245 Texas A&M University.
- Belout, Adnane. (1998). *Effects of human resource management on project effectiveness and success: toward a new conceptual framework*. *International Journal of Project Management* Vol. 16, No. 1, pp. 21-26, 1998 *Universi O' of Montreal, School of Industrial Relations, Montreal, Canada*.

- Bredin, K., & Söderlund, J. (2007). *Human Resource Management in Projectified Firms: Organization and Logics*. Paper presented at the EIASM Workshop, Paris, France.
- Burrell, Gibson and Gareth Morgan. 1979. *Sociological Paradigms and Organizational Analysis*. Elements of the Sociology of Corporate Life. Ashgate Publishing Limited, York University. Toronto.
- Cole, G. A. (2004). *Management Theory and Practice* 6th ed. Thomson Learning
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (fourth Ed.)*. SAGE Publications Ltd, United States of America.
- Dolfi, J., and Andrews, E.J. (2007). "The subliminal characteristics of project managers: an exploratory study of optimism overcoming challenges in the project environment", *international Journal of Project Management*, 25(6), to appear.
- Engetou, Enga. (2017). *The Impact of Training and Development on Organizational Performance*. Case study: National Financial Credit Bank Kumba. Centria University of Applied Sciences.
- Eric, Degraft-Otoo. (2012). *Effect of training and development on employee performance at Accra polytechnic*. MA Thesis, Kwame Nkrumah University.
- Esteves, J.M. (2014), "An empirical identification and categorisation of training best practices for ERP implementation projects". *Enterprise Information Systems*, Vol. 8 No. 6, pp. 665-683.
- George, D., & Mallery, P. (2003). *SPSS for Windows step by step: A simple guide and reference*. 11.0 update (4th ed.). Boston: Allyn & Bacon.
- Goldstein, and Ford, (2002). *Training and Development (T & D): Introduction and Overview*. [online] Available at:
<https://www2.le.ac.uk/projects/oer/oers/psychology/oers/Training%20and%20Development%20Introduction%20and%20Overview/Training%20and%20Development%20Introduction%20and%20Overview%20-%20TRF.pdf> [Accessed 12 December 2019].
- Grobler, P., Warnich, S., Carrell, M.R., Elbert, N.F. and Hatfield, R.D. (2006)
- Human Guba, E.G and Lincoln, Y.S. 1994. *Competing paradigms in qualitative research*. Pp. 105-117 in *Handbook of qualitative research*. Edited by N.K. Denzin and Y.S. Lincoln. CA: Sage.
- Hair, F., Anderson, R., Tatham, R. and Black, W. (1995). *Multivariate data analysis with readings*. (4th ed.). Prentice-Hall, London.

- Holden, Mary T.1997. *Choosing the Appropriate Methodology: Understanding Research Philosophy*. Waterford Institute of Technology , Waterford.
- Imna, M. & Hassan, Z.,(2015). Influence of Human Resource Management practices on Employee Retention in Maldives Retail Industry. *International Journal of Accounting, Business and Management*, [online] vol 1(no 1). Available at <<http://www.ftms.edu.my/journals/images/Document/IJABM/April2015/15-Influence%20of%20Human%20Resource%20Management%20practices%20on%20Employee%20Retention%20in%20Maldives%20Retail%20Industry.pdf>> [Accessed 23 November 2019].
- Imran, Amen Amir Zaki and Muhammad Luqman.(2016). *Impact of Human Capital Practices on Project Success.Kuwait Chapter of Arabian Journal of Business and Management Review*Vol.5, No.6.
- Itika J.S. (2008). *Human Resource Training and Development, notes*.Mzumbe University, Tanzania.
- Ivancevich, J. M. (2010). *Human Resource Management* 8th ed. Boston: Irwin McGraw-Hill
- Jeremiah, Ali. (2014). *Assessing the Effect of Training and Development on Employee Performance at AngloGold Ashanti, Obuasi Mine*.Kwame Nkrumah University of Science and Technology.
- Kothari, C.R. (2004). *Research and Methodology (Methods and Techniques)*, Second Revised Edition, New Age International (p) Limited Publisher, New Delhi, India.
- Kothari, C.R. 2004. *Research Methodology- Methods and Techniques*, New Delhi, Wiley Eastern Limited.
- Krejcie, R.V. & Morgan, D.W. (1970).Determining sample size for research activities.*Journal of Educational and Psychological Measurement*, vol. 30, pp. 607-610.
- Kum, Franklin Dang AnisMahomedKarodia and Richard Cowden. (2014). The impact of training and development on employee performance: a case study of escon consulting. *Graduate of the regent Business School, Durban, Republic of South Africa*, Singaporean journal of business economics, and management studies Vol.3, no.3,
- Mishra, Sujit. (2007). *Human Resource Management in a Project*.Vol. IX, Issue VII. Available on: <http://www.pmworltdoday.net>

- Monappa, A & Saiyadain, M. (2008). Personnel Management 2nd ed. Tata McGraw-Hill, New Delhi.
- Ngirwa, C.A. (2009). Human Resource management in African Work Organizations, Vol. I. National Printing Co. Ltd, Dar esSaalam.
- Noe, R. A. (2006). Employee Training and Development 4th ed. McGraw-Hill Irwin
- Project Management Institute (PMI) (2008). Project Management Book of Knowledge (PMBOK Guide), USA, 5(10): 20-100.
- Wambua, Mutula Martin. (2013). Effects of Human Resource Factors on Project Performance in Nairobi County in Kenya: A Case of Selected Organizations in Westland's. MA Thesis, Kenyatta University
- Zahra, Sadaf, Amna Iram, & Hummayoun Naeem. (2014). *Employee Training and Its Effect on Employees' Job Motivation and Commitment: Developing and Proposing a Conceptual Model. IOSR Journal of Business and Management (IOSR-JBM) e-ISSN: 2278-487X, p-ISSN: 2319-7668. Volume 16, Issue 9. Ver.*

APPENDIX A:

Questionnaire

**St.Mary's University
School Of Graduate Studies
MastersIn Business Administration
Questionnaire For NTE Employees**

Dear Respondent,

This questionnaire is designed to enable the researcher collect information for the study to be carried out in NTE with the thesis topic “**Effects of Training on employees work performance: A case Study on National Tobacco Enterprise.**” Hence, please think of the trainings you have taken in the 2019 fiscal year to fill out questions in part two and three.

This questionnaire has three parts i.e. part one basic information; part two questions on Training need assessment, Training design and Training delivery; the third part will have questions on training and employee performance.

Your genuine response will determine the quality of this thesis. All information provided will be treated with high confidentiality.

I would like to thank you in advance for your co-operation and for sacrificing your valuable time!

Part One :Basic Demographic DataOf Respondents

Please put this (√) mark to indicate your responseamong the alternative choices.

1. What is your gender?

Female Male

2. How old are you?

Below 21years From 21 – 30 From 31 – 40 From 41 – 50 From 51 – 65

3. What is your educational background?

A. Certificate and below B. Diploma C. B.A/ B.Sc D. M.A. /M.Sc. E.PhD

4. What is your position in NTE?

Top level manager Middle line manager.operational employee

5. How many years of experience do you have in NTE?

Below 2years From 3 – 8years From 9 – 14years From 15 – 20years 21years and above

Part Two:-Opinion on Training Need Assessment, Training Design and Training Delivery

Instruction: - Please tick (√) the number that you feel most appropriate, using the scale from 1 to 5, Where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree

No.	Statements		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
			1	2	3	4	5
1	Training Need	Training need assessment is done properly and timely					
2		Training need assessment process is participatory					

3		Training need assessment is used to identify skill gap					
4	Training Design	Trainees are selected based on performance gap assessment					
5		Trainer's selection fits the training program					
6		Content of the training was designed to address my performance gap					
7		Content of the training was designed to address my level of learning					
8	Training Delivery	Suitable training delivery methods are applied					
9		The content was organized and easy to follow					
10		Relevant training aids were provided					

Part Three: Training Effectiveness

No.	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		1	2	3	4	5
1	Reaction	The training/s provided in NTE were relevant to my current job				
2		The materials, hand-outs and activities involved in the training were useful				
3		The activities involved in the training were useful				
4		The right training method was selected				
5		I recommend the trainings I took for others in my position				
6		The training I received motivated me to pursue more continuous learning				
7	Learning	I gained the skills I needed to learn				
8		I feel as though I can apply what I have learned to my current job at NTE				
9		I fully understood the topics covered by the training/s given				

		by NTE					
10		Due to the new skills I gained a noticeable change is observed in my work					
11	Behavior	I am using what I have learned in training/s in my daily work at NTE					
12		I feel supported and motivated to use the new skills I have learned in my current job at NTE					
13		I am performing better in my role after the training					
14		The work environment allowed me to use the new skills I have learned					
15		I am using every aspect of the training in my workplace at NTE					
16		My skill gaps are reduced after the training/s I received					
17	Result	Tasks are completed more quickly and efficiently after the training/s I received					
18		I feel that training has enabled me to perform my task with greater accuracy and precision					
19		I am now more inspired to meet my goals at work due to trainings at NTE					
20		Trainings has enhanced my commitment to taking the initiative in helping other employees when the need arises					
21		I am completely focused and engaged on my work after the training					

Thank You!